

Unit 1 – Global Citizenship

A. Pret à voyager – Read the French version of what appears inside the U.S. passport. Circle as many cognates as you can and say what you think they mean in English. Then, reread the text and write the main idea.

*Le Secrétaire d'Etat des Etats-Unis d'Amérique prie par les présentes
toutes autorités compétentes de laisser passer le citoyen ou
ressortissant des Etats-Unis titulaire du présent passeport, sans délai
ni difficulté et, en cas de besoin, de lui accorder toute aide et
protection légitimes.*

Cognates:

_____	_____
_____	_____
_____	_____
_____	_____

Main Idea: _____

Complete the inside of the passport. If you already have a passport, make a copy of the inside page and bring it to class.

Nom	_____	
Prénom(s)	_____	
Nationalité	_____	
Date de naissance	_____	Sexe _____
Lieu de naissance	_____	

Signature du titulaire

What 3 foreign countries would you like to visit and why? If you aren't sure talk to others to get some ideas.

1. _____
2. _____
3. _____

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- B. L'arrivée** — Write 3 polite greetings that you might use as you give your passport to the official when you arrive in a French-speaking country. Be polite.

1. M. Thibaut _____

2. Mme Boulanger _____

3. Mlle Boucher _____

- C. Oui, je parle français.**

Jot down 2 or 3 personal reasons for wanting to learn French. My mom made me is not a reason, nor is for college.

You know that you'll be an A student. What do you hope that you are able to do in the language by the end of the year?

- D. Un voyage idéal** — Consider the 10 French-speaking countries listed here. List the 5 countries that you would most like to visit and 5 that would be less interesting to you. If you don't know much about the country, you might want to see what you can find out using the internet.

Par exemple:



Oui, je voudrais visiter la France.



Non, je ne voudrais pas visiter la France.

1. (le Canada) _____

2. (la Suisse) _____

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3. (la Belgique) _____
4. (le Sénégal) _____
5. (le Mali) _____
6. (la Côte d'Ivoire) _____
7. (le Haïti) _____
8. (le Luxembourg) _____
9. (le Madagascar) _____
10. (le Vietnam) _____

Indicate where these countries are located on the map that appears on the next page. Add any additional French-speaking countries or territories that you can identify.

- E. Comment ça va?** — Your friends received the following grades on a major paper. How would they answer when asked Comment ça va?

- A** 1. _____
- B** 2. _____
- C** 3. _____
- D** 4. _____
- F** 5. _____

- F. Les Maths** — Time to practice your math skills. Write the answer to the following problems.

et + moins - font =

1. deux et deux font _____
2. quatre moins un font _____.
3. huit et deux font _____.
4. cinq et deux font _____.
5. trois moins un font _____.

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Write out 3 problems with answers. Practice saying them aloud as quickly as you can.

1. _____
2. _____
3. _____

Jot down or make up an email address. Practice saying it aloud as quickly as possible.

- F. On texte.** — You are interesting in comparing common texting codes. Practice sounding out the following texting shortcuts to see if you can guess the meaning. Use the following site to find the answers.

<http://french.about.com/library/writing/bl-texting.htm>

1. bi1to _____
2. Je t'M _____
3. mr6 _____
4. NSP _____
5. savapa _____

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G. L'introduction — You will be meeting an exchange student for the first time tomorrow. It will be the first time you've used your French with a native speaker. Write out a possible conversation that might occur. Be sure to:

- greet
- ask for name
- indicate that you are pleased to meet them
- find out how he/she is
- get phone number or email to keep in touch
- say good-bye

H. Tu habites où? — Based on how they say hello, what would the following students say? Be sure to include their nationality. You may find it interesting to look at a website showing how the world says hello.

<http://www.omniglot.com/language/phrases/hello.htm>

Par exemple: *nǐ hǎo* — Marie *J'habite la Chine. Je suis chinoise.*

1. *Guten Tag* — Andrew _____
2. *Ciao* — Jeanne _____
3. *Salut* — Anne _____
4. *Bonjour* — Jean _____
5. *¡Hola!* — Juan _____

- I. **Quelle est votre signe?** — Use the following document to identify the sign for the birthdates that are given.

réf: 40200 Zodiaques classiques



1. le douze décembre _____
2. le premier mars _____
3. le huit mai _____
4. le trois juillet _____
5. le dix janvier _____
6. Quelle est la date de votre anniversaire?

7. Quelle est votre signe?

- J. **Vos préférences à l'école?** — Complete each of the following sentences to show your opinion about various subjects at school.

1. J'adore _____.
2. Je préfère _____.
3. Je n'aime pas _____.
4. J'aime beaucoup _____.
5. Je déteste _____.
6. Je n'aime pas du tout _____.
7. _____ est facile.
8. _____ est difficile.
9. _____ est intéressant.
10. Bien sûr, _____ est super.

K. Comment est l'école? — Say how you feel about the following subjects. Be sure to give a reason for your opinion.

Par exemple: Tu aimes le français?
Bien sûr, j'adore le français parce que c'est cool.

1. les maths? _____
2. l'art? _____
3. l'anglais? _____
4. l'histoire? _____

L. Et ces personnes? — Based on their professions say 2 subjects that the following people probably like.

1. Un dentiste aime probablement _____.
2. Un pilote aime probablement _____.
3. Un artiste aime probablement _____.
4. Un joueur de football aime probablement _____.
5. Un professeur de français aime probablement _____.

M. A la folie? — Use the expressions on the daisy image to write 5 sentences about how much you like certain things. You may want to use some of your personal vocabulary here.
image: <http://ladyoftheswamps.centerblog.net/696-je-t-aime-un-peubeaucoup>



1. _____

2. _____

3. _____

4. _____
5. _____

N. C'est le weekend! — Do you want to do the following things?

1. étudier? _____
2. danser? _____
3. écouter de la musique? _____
4. jouer au foot? _____
5. dîner au restaurant? _____


La Lecture

O. Le calendrier scolaire — Look at the following calendar for the school year and answer the questions that follow.

Vacances	Zone B
Rentrée scolaire	Reprise des cours : lundi 5 septembre 2011
Vacances de la Toussaint	Fin des cours : samedi 22 octobre 2011 Reprise des cours : jeudi 3 novembre 2011
Vacances de Noël	Fin des cours : samedi 17 décembre 2011 Reprise des cours : mardi 3 janvier 2012
Vacances d'hiver	Fin des cours : samedi 25 février 2012 Reprise des cours : lundi 12 mars 2012
Vacances de printemps	Fin des cours : samedi 21 avril 2012 Reprise des cours : lundi 7 mai 2012
Vacances d'été	Fin des cours : jeudi 5 juillet 2012 Reprise des cours : mardi 4 septembre 2012

1. What is date of the first day of classes? _____
2. What is the date for the last day of classes? _____
3. When does winter vacation start? _____
4. What is the name of their fall break? _____
5. Would you like this school calendar? Why or why not? Be sure to use details from the calendar to support your opinion.

- P. **Qui est-ce?** — Use the information provided by the *Carte d'identité* to write a short paragraph **in English** on Claude Monet.

 **CARTE D'IDENTITÉ Claude Monet (1840-1926)**



Nom de naissance : **Monet**
Prénoms : **Oscar-Claude**
Date de naissance : **14 novembre 1840**
Lieu de naissance : **Paris**
Nationalité : **Française**
Profession : **Artiste peintre**
Monet meurt en 1926, à Giverny (France), à l'âge de 86 ans.

Nom d'artiste
Claude Monet

Go online to explore the works of Claude Monet. Find one picture that you like and write a simple caption for it in French. Use the words that you have learned.

Monet's Giverny	http://www.intermonet.com/monet.htm
Paris Web Museum	http://www.ibiblio.org/wm/paint/auth/monet/
Claude Monet – The Complete Works	http://www.claudemonetgallery.org/

- Q. Qui est Jacques Cousteau?** — Skim the paragraph on Jacques Cousteau. You won't understand every word, but show how much you do understand by answering the questions that follow.

Jacques-Yves Cousteau était un officier dans la marine française, mais le monde le connaît meilleur pour sa contribution à l'océanographie. Il a fait connu comme un des plus grands explorateurs de la biologie marine. Il était écologiste, le scientifique et le chercheur qui ont étudié la mer et tous les organismes aquatiques. Cousteau aimait s'appeler lui-même un "Technicien Océanographique". Il était le Pionnier de la Conservation de la Mer et il a défendu activement la qualité de l'environnement. Il a passé sa vie à montrer au monde les merveilles de l'Océan. Il a fait une centaine de films, écrit quatre-vingts et a dirigé le Musée Océanographique de Monaco. En 1977, il reçoit avec Peter Scott le prix des Nations Unies pour l'environnement. Jacques-Yves Cousteau s'est éteint, le 25 juin 1997, à l'âge de 87.

Find the following English words in the article.

- | | |
|-------------------------|---------------------|
| 1. officer _____ | 6. explorer _____ |
| 2. pioneer _____ | 7. sea _____ |
| 3. United Nations _____ | 8. prize _____ |
| 4. museum _____ | 9. scientific _____ |
| 5. died _____ | 10. actively _____ |

Which of the following statements are true based on the article? Copy the key 3 or 4 words that caused you to decide the statement is true.

_____ A. Cousteau was one of the first to work for the conservation of the oceans.

_____ B. Peter Scott earned an award from the United Nations.

_____ C. Cousteau was in the French marines.

_____ D. Cousteau directed an oceanographic museum in Monaco.

_____ E. Cousteau spent his life trying to educate others about the marvels of the sea.

La Culture

- R. Vos opinions?** — Think about what you have learned during this unit. What have you learned about the French language and culture? Jot down your reflections here. Consider similarities and differences. What questions do you have at this point in time? What is one way that you are working to improve your French outside of the classroom?

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

- S. Une petite compétition** – Look over the work that you have done in this unit. Use what you have learned to write the longest and best sentence that you can. Count the number of words in your sentence.
